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AUTHOR Waters, Betty H.
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ABSTRACT

A questionnaire was administered to student teachers, supervising teachers, principals, and college supervisors to ascertain functions which were actually performed and those most desired by the respondents with regard to the role of the college supervisor. The respondents were participating in student teaching experiences in the state of Georgia during winter quarter 1973. The results indicated the actual performance to be significantly below the desired role. Arrangement of the item means resulted in a hierarchy of functions which were in the counseling domain. Respondents desired more assistance with instructional tasks than they received. Appended is the College Supervisor's Activities Questionnaire used in the study. (Author/DDO)

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ROLE EXPECTATIONS OF THE COLLEGE SUPERVISOR OF ELEMENTARY STUDENT TEACHERS IN THE STATE OF GEORGIA

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Dr. Betty H. Waters

University of Georgia
and
Newton County Schools

Covington, Georgia

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ROLE EXPECTATIONS OF THE COLLEGE SUPERVISOR OF ELEMENTARY STUDENT TEACHERS IN THE STATE OF GEORGIA

Introduction

For the student in teacher education the clinical experience is an important part of the developmental process through which he moves toward professional and personal understandings, insights and skills. From these understandings the student develops a personal philosophy of teaching.

The setting of the student teaching experience, the public schools, provides valuable experiences in guiding the student teacher toward autonomy. Within this setting, the college supervisor plays a vital role in the development of a quality program for student teachers. A member of a team for educating the student in becoming an effective professional, the supervisor is involved in the continuing search to determine those factors which are a part of quality education for teachers. An important part of this professional education for students is that of the quality of supervision performed by the college supervisor

(Bennie, 1972). Whittier (1969, p. 13) calls for efforts to be made in defining and redefining "what the supervisor does."

In consideration of this recommendation, and an awareness of a need for sensitive planning for relevance in the professional preparation of teachers, this study was conducted to investigate the role of the college supervisor of student teachers in the elementary field in Georgia.

The Problem

The purposes of the study were as follows: (1) to determine the relationship between the job functions which were being performed by the college supervisor and those functions conceived as ideal; (2) to identify those selected functions performed by a college supervisor which were considered to be most important by student teachers, supervising teachers, principals; (3) to ascertain through visual inspection of graphs and descriptive statistics (mean and range) if the item means for the ideal, or desired functions of the college supervisor were greater than the item means for actual functions of the college supervisor when viewing Factors I and II.

The Survey Instrument

The survey instrument of the study, College Supervisor's Activities Questionnaire (CSAQ) (see Appendix), was contrived by the researcher. The instrument underwent two processes before being employed in the revised form.

The first process grew out of a need on the part of a committee of professors at the University of Georgia for a means of assessing those activities performed by supervisors of elementary education in the field. Three evaluative questionnaires were compiled to assess the conception of the principal, supervising teacher and student teacher as to the job being performed by their respective college supervisor. Sections were provided for additional comment.

In the second process, the researcher combined questions from the three instruments, added ten questions relating to the affective domain, and employed Column B to assess those services the respondents considered to be ideal. After this consolidation and modification, the instrument was submitted to some members of the original committee and also to additional faculty members of the University of Georgia who were currently serving as supervisors of elementary student teachers for evaluation of the

instrument as to pertinence of questions, clarity of sentence structure, and interpretation of questions. In addition to written responses from these committee members, personal interviews were held with those participating members in reference to possible changes or clarification of wording of the CSAQ. Each suggestion made was evaluated and incorporated where feasible. The revised copy was resubmitted to those committee members who had responded previously. No additional changes were suggested by the committee.

After completion of these revisions, a pilot study was conducted with the CSAQ being submitted to 70 respondents from the University of Georgia. Of this population, 31 were supervising teachers, 31 were student teachers, 4 were college supervisors, and 4 were principals. Thirty student teachers responded, and 30 supervising teachers, with all of the principals and college supervisors returning their instruments. Analysis of the pilot population responses revealed the need to word the keys to Column A and Column B similarly, and to change one question to read "conferring" instead of "counseling with a student teacher." All other questions were regarded as possessing clarity.

A factor analysis was conducted on the pilot to ascertain reliability of perception, or conception, and to group the factors evaluated. From a rotated factor matrix, Column One showed heavy loading on 31 items, with the mean Factor loading being .73.

Those factors loading within this area were characterized by the activities of working as a consultant, counselor, or coordinator of college and public school, and were, therefore, labeled Liaison-Consultant-Counselor.

Column Two revealed 19 items loading heavily, with a mean of .60, and were labeled Consultant for Instruction and Curriculum, due to the nature of the questions loading in this column.

Since none of the factor loadings for the items in either of Column A or Column B were below .30, all of the items were returned and regarded to be viewed by the respondents as similar in interpretation. The 50 items used in the questionnaire were not rearranged by factors but were presented to the respondents in their original order. This was planned to allow for the same layout of questions for factor analysis of the major study. Each item in the questionnaire was a "controlled choice" item requiring the respondent to rate each item on two five-

point scales (Scale A and Scale B). The range of Scale A, used to indicate the extent of actual performance by the college supervisor of the selected activities listed on the rating sheet, extended from 1, "never performs," to 5, "performs to a great extent." Scale B used to indicate the performance considered ideal by the respondent ranged from "should never perform" to "should perform to a great extent."

Hypotheses

The research hypotheses are:

(1) The conceptions of student teacher, supervising teacher, and principal of the functions of a college supervisor are not independent of one another.

(2) The conceptions of the ideal role of the college supervisor's functions as conceived by responding college supervisors will differentiate significantly from the student teachers, principals, and supervising teachers.

(3) The means for each item (both actual and ideal) can be arranged in a hierarchy suggesting an index of the importance of individual functions.

Population and Collection of Data

The population was drawn from those student teachers, supervising teachers, principals, and college supervisors of elementary education who were involved in student teaching during the Winter Quarter of the 1973 academic year. The most accurate conception of the role was assumed to be obtainable from those working closely with the college supervisor, and in the capacity of a college supervisor.

Of the thirty-one institutions of higher education certified by the State of Georgia for teacher education, twenty-six participated in the study. The population included small colleges, small predominantly black colleges, small all-white colleges, colleges of mixed ethnic background, and all of the state-supported teacher education institutions.

Mailing lists submitted by the institutions provided 1,400 names including 511 student teachers, 511 supervising teachers, 277 principals, and 101 college supervisors. The College Supervisors' Activities Questionnaire (CSAQ) was mailed to the entire population. The instruments were placed in the mail during the sixth week of student

teaching. During the ninth week of student teaching, follow-up cards to remind respondents to return the questionnaire were mailed to each person.

Questionnaires were returned from 285 student teachers or 56%; 362 supervising teachers or 71%; 138 principals or 50%; 71 college supervisors or 70%. The total overall usable return was 856 or 61% of the initial mailing. An additional 16 questionnaires were not completed by respondents because of "insufficient exposure to the college supervisor."

Results

From the data obtained, a factor analysis was conducted through BMD03M (Dixon, 1971) program to ascertain if findings were similar to those of the pilot study. An item-by-item comparison was made, resulting in two factors. Tables 1 and 2 present the results and an indication of factor shifting from the pilot study is revealed by asterick. Although the factor shift was considerable from the pilot study, examination of the items reveal them to be of similar construct as the pilot, merely changing in number from Factor I and Factor II. Examination of the loadings show loadings to be within range of one another in

TABLE 1

FACTOR LOADINGS FOR FACTOR I PRODUCED THROUGH FACTOR ANALYSIS OF CSAQ

Liaison-Consultant for Instruction

Item	Factor Loading	
	Pilot	Major Study
Assists in planning for multi-media instruction	.78*	.76
Assists in specific instructional needs of the pupils, such as prescriptive planning	.68*	.71
Assists in locating specific instructional materials	.63*	.71
Conducts pertinent research and evaluative studies	.73*	.70
Assists in specific instructional needs of the pupils, such as diagnosis	.77*	.68
Assists in planning for a range of instructional experiences	.57*	.68
Provides information concerning innovations in education	.54	.67
Assists in providing for educational experiences with the school system administration	.64*	.67
Assists in familiarizing the student teacher with State Department organization	.59*	.66
Works as a co-worker with the supervising teachers in instructional planning for the student teacher	.53*	.66

(Table continued on next page)

TABLE 1 (continued)

Item	Factor Loading: Pilot	Factor Loading: Major Study
Provides for individualization of student teaching experiences through establishment of behavioral objectives	.54	.63
Aids in applying theories of learning and development to practice	.53	.63
Provides assistance in securing necessary materials for personnel involved in student teaching experiences	.60*	.61
Informs the student teacher of professional organizations	.54*	.60
Assists the student teacher in acquiring meaningful classroom management skills	.59	.60
Serves as a consultant for school curriculum development	.85*	.59
Assists in disseminating and communicating information about teacher education programs to the public	82*	.59
Assists in planning for the utilization of counseling when needed	.53*	.59
Conducts meaningful seminars and/or in-service for personnel	.60	.58
Involves the principal and/or assistant principal in the educational experiences of the student teacher	.53	.58
Provides assistance in organizing a schedule for the first week	.39*	:57

(Table continued on next page)

TABLE 1 (continued)

Item	Factor Loading	
	Pilot	Major Study
Interprets the Student Teaching Handbook	.47*	.57
Provides guidance for determining specific short-range goals involving the student teacher	.73	.57
Utilizes observations for instructional planning	.46*	.56
Disseminates certification information	.54	.56
Provides guidance for specific professional and/or personal long range goals for the student teacher	.80	.56
Provides interpretation of criteria for the student teacher's performance	.78	.54
Cooperates in providing for sharing of experiences with student teachers within the school and school system	.76	.53
Provides knowledge of expectations of personnel in the education of a student teacher	.63	.53
Provides personal and professional information on personnel with whom you work	.45	.52
Provides leadership among and with professional organizations	.60*	.52

(Table continued on next page)

TABLE 1 (continued)

Item	Factor Loading	
	Pilot	Major Study
Observes student teaching behavior through the use of specific criteria (check lists, audio or video taping, other)	.50	.50
Involves all personnel in evaluating the student teacher's total program of development	.53*	.44

*Factor II (Consultant for Instruction and Curriculum) in Pilot Study.

TABLE 2

FACTOR LOADINGS FOR FACTOR II PRODUCED THROUGH FACTOR ANALYSIS OF CSAQ

(Consultant-Counselor)

Item	Factor Loading	
	Pilot	Major Study
Respects the worth of each individual with whom he works	.87*	.82
Listens to others with understanding	.83*	.79
Functions in a helpful manner	.80*	.78
Exerts leadership in creating an environment of open human relationships (friendly, fair, dependable, cooperative)	.86*	.76
Communicates respect for ideas expressed by others	.77*	.76
Reflects a positive image of the institutions represented	.85*	.76
Provides support to the student teacher attempting new experiences	.86*	.71
Provides a climate of freedom for creativity	.78*	.70
Works within administrative requirements	.73*	.67
Assists the student teacher in defining ways of reacting which are personally meaningful	.82*	.66
Provides opportunities for conferring on personal matters with the student teacher	.69*	.60

(Table continued on next page)

TABLE 2 (continued)

Item	Factor Loading: Pilot	Factor Loading: Major Study
Assists in providing for the best utilization of the student teacher's services and time	.85*	.59
Utilizes the skill of clarification of goals when counseling	.64*	.59
Provides opportunities for the student teacher to evaluate and understand feelings and consequences of these feelings	.55*	.56
Schedules evaluative conferences at regular intervals with personnel involved in working with the student teacher	.84*	.50
Provides a schedule of planned visits to the school	.65*	.39

*Factor I (Consultant-Counselor) in Pilot Study.

the pilot and major study, with the exception of the item "assists in providing for the best utilization of the student teacher's time" which loaded .85 on the pilot and .59 on the major study. Eigen values for the pilot study were Factor I 25.39, Factor II 3.52, with percent of variance .50 for Factor I and .07 for Factor II. For the major study eigen values were 21.94, Factor I, and 3.10, Factor II, with percent of variance .43 for Factor I, and .07 for Factor II.

Adjusted means were employed to determine the respondents' conceptual frames of the college supervisory activities with respect to the four factors of the CSAQ. The adjusted means reported in Table 3 exhibit not only a desire for more supervising activities than received, but also a difference of concept among respondents in consideration of Factor I, Liaison-Instruction. The student teachers has a less positive conception of the actual role than does the college supervisor. The range between actual and desired performance is greatest for the student teacher and smallest for the college supervisor. Principals and college supervisors are more closely aligned in conception of the actual performance, while the supervising teachers and student teachers are in similar range. Differences in

TABLE 3

ADJUSTED MEANS OF THE FOUR FACTORS OF THE COLLEGE SUPERVISORS' ACTIVITIES QUESTIONNAIRE (CSAQ)

Respondent Groups	A_1	A_2	B_1	B_2
Student Teacher	43.93	47.95	54.10	52.82
Supervising Teacher	45.17	46.99	54.86	51.68
Principal	46.52	46.77	55.96	52.01
College Supervisor	47,85	48.35	55.40	52.58
Weighted G.M.	45.86	47.15	55.08	52.28

A_1 = Actual, Instruction-Liaison

A_2 = Actual, Consultant-Counselor

B_1 = Ideal, Instruction-Liaison

B_2 = Ideal, Consultant-Counselor

means between the actual and ideal roles is supported from the obtained F ratios in Table 4.

When utilizing Duncan's New Multiple Range Test to determine those factors, both the actual and ideal roles, which indicated a significant difference at the 0.05 level, the findings reported in Table 5 indicate significant pair-wise differences when considering the actual role, with no two groups homogeneous. The greatest range occurs between student teacher and college supervisor, while the smallest is between principal and college supervisor.

Conceptions of the ideal role by observation of Table 3 (Column B_1) discloses a difference of means between student teacher and college supervisor of 1.30, a range indicating the ideal role of Liaison-Instructor to be conceived differently with student teacher desiring less supervisory activities than the college supervisor wishes to extend. With a .54 difference the supervising teacher more nearly agrees with the ideal conception of the college supervisor. The principal conceives the role more idealistically than the college supervisor with a .56 higher mean than that reported for the college supervisor. The F ratio of 3.83 or 1.23 above the critical value of 2.60 would indicate heterogeneity of conception by respondents.

TABLE 4

SUMMARY OF F VALUES FOR ANALYSIS OF VARIANCE OF THE COLLEGE SUPERVISORS' ACTIVITIES QUESTIONNAIRE (CSAQ)

Source of Variation	df	Actual		Ideal	
		A_1	A_2	B_1	B_2
Respondent Groups	3	17.28*	1.09	3.83*	1.05
Error (df and Mean Square)[a]	563	.4974	.6859	.2884	.2475

*Significant at the .05 level.

[a]The sum of squares for each main and/or interaction effect and for error may be obtained by multiplying the F- value times the degree(s) of freedom times the error mean square.

TABLE 5

DUNCAN'S NEW MULTIPLE RANGE TEST APPLIED TO THE DIFFERENCES BETWEEN MEANS FOR FACTOR I, ACTUAL ROLE OF THE CSAQ

Title	Student Teacher	Supervising Teacher	Principal	College Supervisor
Means	43.93	45.17	46.52	47.85
1. 43.93		1.24*	2.59*	3.92*
2. 45.17			1.35*	2.68*
3. 46.52				1.37*
4. 47.85				

*Significance of difference at the .05 level.

Note.--Shortest significant range:

$R_2 = .5716$

$R_3 = .6012$

$R_4 = .6204$

Significant differences between student teacher and college supervisor are noted in Table 6 when viewing results are Duncan's New Multiple Range Test for Factor I. Differences were not significant for Factor II of the ideal role.

Tables 7 and 8 and Figures 1 and 2 portray results of the arrangement by the means for each item (both actual and ideal) in a hierarchy of importance of individual functions, suggesting an index of the importance of these individual functions. Those functions desired more frequently by respondents for the top ten items were of the Consultant-Counselor factor. Indications assessed by observation of all positive differences between means of actual and ideal role comparison were that all respondents desired more services than they were receiving.

Summary

This survey conducted by the use of the College Supervisors' Questionnaire has indicated differences of opinion among respondents as to instructional services desired of the college supervisor, but somewhat of a congruence as to counseling services considered ideal. Greatest differences of opinion were between student teacher

TABLE 6

DUNCAN'S NEW MULTIPLE RANGE TEST APPLIED TO THE DIFFERENCES BETWEEN MEANS FOR FACTOR I, IDEAL ROLE OF THE CSAQ

Title	Student Teacher	Supervising Teacher	Principal	College Supervisor
Means	54.10	54.86	55.40	55.96
1. 54.10		.76	1.30	1.86
2. 54.86			.44	1.10
3. 55.40				.56
4. 55.96				

Any two means underscored by the same line do not differ significantly at the 0.05 level. Any two means not underscored by the same line do differ at the 0.05 significance level.

Note.--Shortest significant range:

$R_2 = 1.37$

$R_3 = 1.44$

$R_4 = 1.48$

TABLE 7

CSAQ ITEM-BY-ITEM HIERARCHY OF MEANS WITHOUT REGARD TO RESPONDENT TYPES ACTUAL PERFORMANCE OF THE COLLEGE SUPERVISOR

Mean	Item
Performs Frequently	
4.24	Respects the worth of each individual with whom he works
4.20	Provides a climate of freedom for creativity
4.14	Works within administrative requirements
4.09	Listens to others with understanding
4.02	Communicates respect for ideas expressed by others
4.02	Reflects a positive image of the institutions represented
Performs to Some Extent	
3.98	Functions in a healpful manner
3.95	Exerts leadership in creating an environment of open human relationships (friendly, fair, dependable, cooperative)
3.74	Provides support to the student teacher attempting new experiences
3.67	Provides opportunities for conferring on personal matters with the student teacher
3.65	Assists the student teacher in defining ways of reacting which are personally meaningful and acceptable

(Table continued on next page)

TABLE 7 (continued)

Mean	Item
3.61	Provides a schedule of planned visits to the school
3.53	Utilizes the skill of clarification of goals when counseling
3.48	Assists in providing for the best utilization of the student teacher's services
3.47	Provides interpretation of criteria for the student teacher's performance
3.42	Provides opportunities for the student teacher to evaluate and understand feelings and consequences of those feelings
3.40	Provides knowledge of expectations of personnel in the education of a student teacher
3.35	Provides guidance for specific professional and/or personal long-range goals for the student teacher
3.33	Cooperates in providing for sharing of experiences with student teachers within the school and school system
3.32	Conducts meaningful seminars, and/or in-service for personnel
3.30	Schedules evaluative conferences at regular intervals with personnel involved in working with the student teacher
3.29	Utilizes observations for instructional planning
3.26	Assists the student teacher in acquiring meaningful classroom management skills

(Table continued on next page)

TABLE 7 (continued)

Mean	Item
3.25	Provides guidance for determining specific short-range goals involving the student teacher
3.18	Disseminates certification information
3.17	Provides leadership among and with professional organizations
3.15	Observes student teaching behavior through the use of specific criteria (check lists, audio, or video taping, other)
3.10	Informs the student teacher of professional organizations
3.07	Provides personal and professional information on personnel with whom you work
3.05	Assists in planning for a range of instructional experiences
3.03	Provides information concerning innovations in education
3.02	Involves all personnel in evaluating the student teacher's total program of development
Seldom Performs	
2.97	Provides for individualization of student teaching experiences through establishment of behavior objectives
2.95	Provides school system orientation for the student teacher

(Table continued on next page)

TABLE 7 (continued)

Mean	Item
2.94	Involves the principal and/or assistant principal in the educational experiences of the student teacher
2.91	Interprets the student teaching handbook
2.89	Provides assistance in securing necessary materials for personnel involved in student teaching experiences
2.89	Works as a co-worker with the supervising teachers in instructional planning for the student teacher
2.71	Assists in familiarizing the student teacher with State Department organization
2.62	Assists in providing for educational experiences with the school system administration
2.55	Conducts pertinent research and evaluative studies
2.54	Assists in locating specific instructional materials
2.53	Provides assistance in organizing a schedule for the first week
2.52	Assists in specific instructional needs of the pupils, such as diagnosis
2.50	Assists in planning for multi-media instruction
2.45	Assists in specific instructional needs of the pupils, such as prescriptive planning
2.43	Serves as a consultant for school curriculum development

TABLE 8

CSAQ ITEM-BY-ITEM HIERARCHY OF MEANS WITHOUT REGARD TO RESPONDENT TYPES IDEAL PERFORMANCE OF THE COLLEGE SUPERVISOR

Mean	Item
Should Perform Frequently	
4.72	Respects the worth of each individual with whom he works
4.68	Provides a climate of freedom for creativity
4.66	Functions in a helpful manner
4.63	Listens to others with understanding
4.55	Communicates respect for ideas expressed by others
4.53	Works within administrative requirements
4.53	Involves all personnel in evaluating the student teacher's total program of development
4.50	Exerts leadership in creating an environment of open human relationships (friendly, fair, dependable, cooperative)
4.47	Provides support to the student teacher attempting new experiences
4.40	Assists the student teacher in defining ways of reacting which are personally meaningful and acceptable
4.36	Provides support to the student teacher attempting new experiences
4.36	Provides interpretation of criteria for the student teacher's performance

(Table continued on next page)

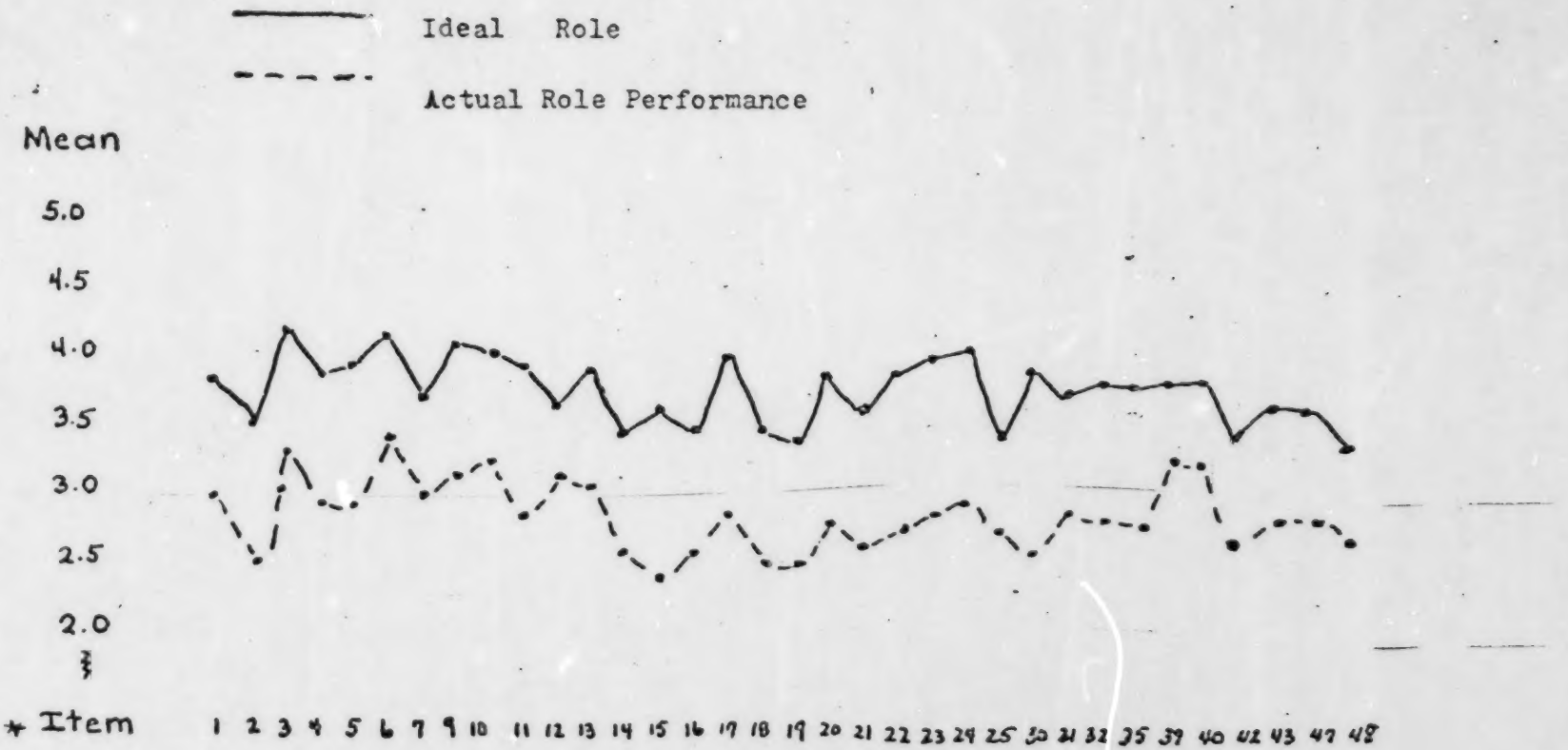
TABLE 8 (continued)

Mean	Item
4.35	Provides a schedule of planned visits to the school
4.29	Schedules evaluative conferences at regular intervals with personnel involved in working with the student teacher
4.27	Assists in providing for the best utilization of the student teacher's services and time
4.24	Assists the student teacher in acquiring meaningful classroom management skills
4.23	Provides opportunities for conferring on personal matters with the student teacher
4.23	Provides knowledge of expectations of personnel in the education of a student teacher
4.20	Provides guidance for specific professional and/or personal long-range goals for the student teacher
4.20	Disseminates certification information
4.19	Provides opportunities for the student teacher to evaluate and understand feelings and consequences of those feelings
4.14	Conducts meaningful seminars, and/or in-service for personnel
4.13	Utilizes observations for instructional planning
4.11	Provides guidance for determining specific short-range goals involving the student teacher
4.07	Cooperates in providing for sharing of experiences with student teachers within the school and school system

(Table continued on next page)

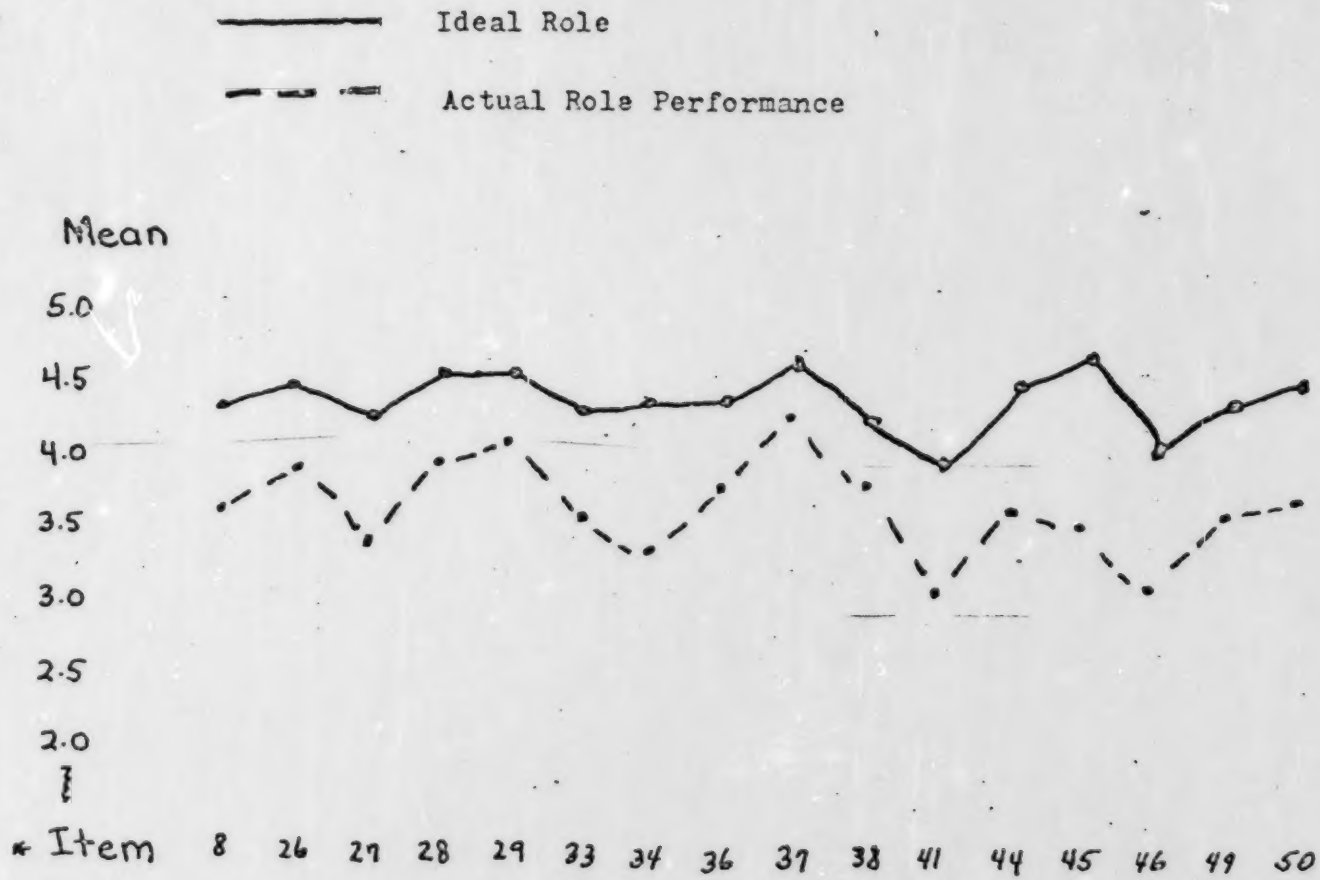
TABLE 6 (continued)

Mean	Item
3.78	Provides personal and professional information on personnel with whom you work
3.76	Provides for individualization of student teaching experiences through establishment of behavioral objectives
3.75	Involves all personnel in evaluating the student teacher's total program of development
3.69	Assists in disseminating and communicating information about teacher education programs to the public
3.51	Assists in locating specific instructional materials
3.50	Provides assistance in organizing a schedule for the first week
3.50	Assists in planning for multi-media instruction
3.48	Assists in providing for educational experiences with the school system administration
3.44	Assists in specific instructional needs of the pupils, such as diagnosis
3.43	Conducts pertinent research and evaluative studies
3.36	Assists in specific instructional needs of the pupils, such as prescriptive planning
3.22	Serves as a consultant for school curriculum development



*Refer to item numbers of CSAQ in Appendix A.

FIG. 1. Factor I, Liaison-Consultant-Instructor, item-by item means, actual and ideal role of the college supervisor as viewed by all of the respondents.



*Refer to item numbers of CSAQ in Appendix A.

FIG. 2. Factor II, Consultant-Counselor, item-by-item means, actual and ideal role of the college supervisor as viewed by all of the respondents.

and college supervisor when considering Factor I, Instruction-Liaison.

When placing questionnaire items in a hierarchy of importance, the top ten items were of a counseling nature.

Recommendations for Further Study

In order to ascertain if the ideal role is conceived the same by other populations, this research should be replicated in other geographical locations.

The ideal laboratory environment for student teachers should be ascertained since more services are being sought and a solution needs to be sought concerning the manner in which these needs can be met.

Considering the fact that the most important functions of the ideal role were in the counseling domain, it is suggested that research be conducted to ascertain the personality type who can perform best as a college supervisor so that performance and service could be at a maximum.

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APPENDIX

COLLEGE SUPERVISORS' ACTIVITIES QUESTIONNAIRE*

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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*REVISION OF THE COLLEGE SUPERVISORS' EVALUATION FORMS,

UNIVERSITY OF GEORGIA, ATHENS, 1972

COLLEGE SUPERVISORS ACTIVITIES QUESTIONNAIRE* Waters 1973

Please circle the numeral for each item in Column A which best represents, to your knowledge, the actual job performance of the college supervisor with whom you are working.

In Column B, circle the numeral for each item which best represents, to your knowledge, the considered ideal job activity for the college supervisor.

Check one: Principal_____ Student Teacher_____

Supervising Teacher_____ College Supervisor_____

Column A
1--Never performs
2--Seldom performs
3--Performs to some extent
4--Performs frequently
5--Performs to a great extent

Column B
1--Should never perform
2--Should seldom perform
3--Should perform to some extent
4--Should perform frequently
5--Should perform to a great extent

---

1 2 3 4 5..Provides personal and professional information on personnel with whom you work.....1 2 3 4 5

1 2 3 4 5..Provides assistance in organizing a schedule for the first week.....1 2 3 4 5

1 2 3 4 5..Provides knowledge of expectations of personnel in the education of a student teacher.....1 2 3 4 5

1 2 3 4 5..Provides school system orientation for the student teacher.....1 2 3 4 5

1 2 3 4 5..Interprets the Student Teaching Handbook.....1 2 3 4 5

1 2 3 4 5..Provides interpretation of criteria for the student teacher's performance.....1 2 3 4 5

1 2 3 4 5..Provides assistance in securing necessary materials for personnel involved in student teaching experiences.....1 2 3 4 5

1 2 3 4 5.. Provides a schedule of planned visits to the school.....1 2 3 4 5

1 2 3 4 5.. Observes student teaching behavior through the use of specific criteria (check lists, audio, or video taping, other).....1 2 3 4 5

* Revision of the College Supervisors' Evaluation Forms, University of Georgia, Athens, 1972

Column A	Column B
1--Never performs 2--Seldom performs 3--Performs to some extent 4--Performs frequently 5--Performs to a great extent	1--Should never perform 2--Should seldom perform 3--Should perform to some extent 4--Should perform frequently 5--Should perform to a great extent

1 2 3 4 5..Utilizes observations for instructional planning.....1 2 3 4 5

1 2 3 4 5..Works as a co-worker with the supervising teachers in instructional planning for the student teacher.....1 2 3 4 5

1 2 3 4 5..Provides for individualization of student teaching experiences through establishment of behavioral objectives.....1 2 3 4 5

1 2 3 4 5..Aids in applying theories of learning and development to practice.....1 2 3 4 5

1 2 3 4 5..Assists in specific instructional needs of the pupils, such as diagnosis.....1 2 3 4 5

1 2 3 4 5..Assists in specific instructional needs of the pupils, such as prescriptive planning.....1 2 3 4 5

1 2 3 4 5..Assists in locating specific instructional materials.....1 2 3 4 5

1 2 3 4 5..Conducts meaningful seminars, and/or in-service for personnel.....1 2 3 4 5

1 2 3 4 5..Assists in planning for multi-media instruction.....1 2 3 4 5

1 2 3 4 5..Conducts pertinent research and evaluative studies.....1 2 3 4 5

1 2 3 4 5..Assists in planning for the utilization of counseling when needed.....1 2 3 4 5

1 2 3 4 5..Involves the principal and/or assistant principal in the educational experiences of the student teacher.....1 2 3 4 5

1 2 3 4 5..Assists in planning for a range of instructional experiences.....1 2 3 4 5

1 2 3 4 5..Provides information concerning innovations in education..1 2 3 4 5

1 2 3 4 5..Cooperates in providing for sharing of experiences with student teachers within the school and school system.....1 2 3 4 5

Column A	Column B
1--Never performs 2--Seldom performs 3--Performs to some extent 4--Performs frequently 5--Performs to a great extent	1--Should never perform 2--Should seldom perform 3--Should perform to some extent 4--Should frequently 5--Should perform to a great extent

1 2 3 4 5..Assists in providing for educational experiences with the school system administration	1 2 3 4 5
1 2 3 4 5..Exerts leadership in creating an environment of open human relationships (friendly, fair, dependable, cooperative)	1 2 3 4 5
1 2 3 4 5..Assists in providing for the best utilization of the student teacher's services and time	1 2 3 4 5
1 2 3 4 5..Reflects a positive image of the institutions represented	1 2 3 4 5
1 2 3 4 5..Works within administrative requirements	1 2 3 4 5
1 2 3 4 5..Assists in familiarizing the student teacher with State Department organization	1 2 3 4 5
1 2 3 4 5..Informs the student teacher of professional organizations	1 2 3 4 5
1 2 3 4 5..Disseminates certification information	1 2 3 4 5
1 2 3 4 5..Provides opportunities for conferring on personal matters with the student teacher	1 2 3 4 5
1 2 3 4 5..Schedules evaluative conferences at regular intervals with personnel involved in working with the student teacher	1 2 3 4 5
1 2 3 4 5..Provides guidance for determining specific short-range goals involving the student teacher	1 2 3 4 5
1 2 3 4 5..Provides support to the student teacher attempting new experiences	1 2 3 4 5
1 2 3 4 5..Respects the worth of each individual with whom he works	1 2 3 4 5
1 2 3 4 5..Assists the student teacher in defining ways of reacting which are personally meaningful and acceptable	1 2 3 4 5
1 2 3 4 5..Provides guidance for specific professional and/or personal long-range goals for the student teacher	1 2 3 4 5

Column A	Column B
1--Never performs 2--Seldom performs 3--Performs to some extent 4--Performs frequently 5--Performs to a great extent	1--Should never perform 2--Should seldom perform 3--Should perform to some extent 4--Should perform frequently 5--Should perform to a great extent

1 2 3 4 5..	Assists the student teacher in acquiring meaningful classroom management skills.....	1 2 3 4 5
1 2 3 4 5..	Provides opportunities for the student teacher to evaluate and understand feelings and consequences of those feelings.....	1 2 3 4 5
1 2 3 4 5..	Serves as a consultant for school curriculum development...	1 2 3 4 5
1 2 3 4 5..	Involves all personnel in evaluating the student teacher's total program of development.....	1 2 3 4 5
1 2 3 4 5..	Listens to others with understanding.....	1 2 3 4 5
1 2 3 4 5..	Functions in a helpful manner.....	1 2 3 4 5
1 2 3 4 5..	Utilizes the skill of clarification of goals when counseling.....	1 2 3 4 5
1 2 3 4 5..	Provides leadership among and with professional organizations.....	1 2 3 4 5
1 2 3 4 5..	Assists in disseminating and communicating information about teacher education programs to the public.....	1 2 3 4 5
1 2 3 4 5..	Communicates respect for ideas expressed by others.....	1 2 3 4 5
1 2 3 4 5..	Provides a climate of freedom for creativity.....	1 2 3 4 5

WHAT OTHER FUNCTIONS DO YOU FEEL TO BE IMPORTANT?

PERSONAL AND SITUATIONAL
INFORMATION SURVEY

Please place an X by the appropriate spaces which apply to you, your school system. All information will be used without identification of you, or your school system. Thank you for supplying this important information which relates to facts needed for this study.

STUDENT TEACHER_____ SUPERVISING TEACHER_____ PRINCIPAL_____

COLLEGE SUPERVISOR_____ STUDENT TEACHING CENTER (with College Supervisor assigned full-time to the building) _____

STUDENT TEACHER CENTER (with College Supervisor making 5 visits or less) _____

SEX 1. Female_____ 2. Male_____

TOTAL NUMBER OF YEARS OF PROFESSIONAL EXPERIENCE

1. 0--4_____ 3. 10-19_____

2. 5--9_____ 4. 20--or more_____

GEORGIA CERTIFICATE HELD

1. B-4_____ 3. T-5_____ 5. A.S._____

2. T-4_____ 4. T-6_____ 6. OTHER_____

APPROXIMATE NUMBER OF PUPILS ENROLLED IN YOUR SCHOOL SYSTEM

1. 1. 0--2,999_____ 2. 3,000---24,999_____

3. Larger than 24,999_____

INDICATE THE COURSES YOU HAVE COMPLETED IN THE AREA OF

SUPERVISION OR SUPERVISION OF STUDENT TEACHING

_____

_____

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Thank you for completing this questionnaire.